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in imposing upon the great masses of the American people, for the most part down to the present day, is equally gross and mischievous, namely, that since Jackson's time the rule has been in their (the masses') hands. The undeniable fact, which indeed finds harsh expression, is that since his time the people have begun to exchange the *leadership* of a small number of statesmen and politicians of the higher class for the *rule* of an ever more colossally growing swarm of politicians of all classes down to the political bar-keeper and the common thief in the protecting garb of the demagogue. At first it appeared to be the result of local evils, when people standing on the border between society and the house of correction won a decisive influence in politics. And so long as business developed itself satisfactorily, no one would recognize it as a misfortune that politics became a profession in which mediocrity in an ever-descending scale held sway, and moral laxity was the rule if not the requisite. Live and let live! became to such an extent the universal motto, that politicians were actually astonished at the uprising with which the people broke from the long-accustomed reins when they saw themselves about to be ridden into the abyss, nearer and nearer to which, since the foundation of the Republic, they had partly slipped and had in part been dragged."

3. — *The Building of a Brain*. By E. H. CLARKE, M. D. Boston : J. R. Osgood & Co. 1874.

THIS Review has already expressed at some length its opinion of Dr. Clarke's first book. Its general tendency was, on the whole, beneficial, though it must be confessed that the doctor is somewhat an alarmist.

Our climate breeds a feebler physique than many European climates, — the Irish, German, and English, for example ; and when to this is added the miserable in-door education of our girls in towns and villages, which is, by the way, forcibly contrasted with English out-door educational habits in an excellent letter by an American traveller, appended to Dr. Clarke's last book ; and when further allowance is made for the more emotional or "nervous" tendency of girls, — every one may readily agree with Dr. Clarke and his numerous predecessors that there is something radically wrong in the system of harassing girls' intellects with geometry and philosophy and Greek under the high pressure of prizes and exhibitions and a horror of falling behind their companions, though the objection applies equally whether the system is continuous or periodical. All this is not new, but has the merit of being measurably true and needed in this latitude. On the other hand, there are plenty of tolerably healthy women among us, and these not merely Indians, working-women, and servants, but such as can and do move with the foremost in their re-

spective spheres, wherever they may be placed, and that, too, after having been "highly educated" enough.

Dr. Clarke has the great advantage of uniting with the knowledge of a physician the skill of a lawyer, and this, as should be understood, is distinctly his strong point. But when, with this special ability, he chooses one narrow field, and tilts at education which does not respect *periodicity*, there is room for more than a doubt whether he touches the radical difficulty. Periodicity is not at the root of the matter. As an argument to prove female disability it has only a limited and local application. Neither the friends nor the enemies of coeducation can afford or will ever consent to let the argument rest here.

The real point of educational divergence in the two sexes lies at that primordial division of labor upon which hang the existence and the development of human families. In order that the family should exist at all, two individuals were necessary to it. And unless children are to be afterwards reared and educated like chickens in an Egyptian oven upon Phalansterian principles, it is impossible to escape division of labor as an inevitable sequence in their care and education. Female education must be moulded to meet this inevitable contingency; and in this point of view, our female education, mental as well as physical, is often a lamentable failure.

From this point of view it must be admitted that Dr. Clarke has failed to bring forward any conclusive argument. He has, indeed, emphasized one already well-known source of female ill-health, but he has not demonstrated an adequate cause of universal female disability for the active duties of life as now assigned to women or to men. He does not propose to suspend the female servant's or the shop-woman's duties, or the household in general, but only to knock in the head the entire system of school-organization. Speaking *ex cathedra* as a large practitioner, and putting his statements ably, he says: "It is simply impossible. Physiology forbids it. If you educate girls without allowing a periodical remission to their mental labor, you will make them invalids. I have seen many such helpless beings, and their condition was due to their unwise education in the above particular."

The argument, therefore, is weak from its narrowness of application. It fails to cover the ground, and must, therefore, fail to satisfy either party in the dispute. The question remains to be considered as to the value of the argument itself, taken strictly on its own merits and with the application given it by Dr. Clarke. The views, opinions, or assertions of one large family practitioner can only be met by the

opposing views of another family practitioner ; and, as yet, whether from indifference or from professional etiquette, no one of them has undertaken to reply. Yet it is safe to say that if Dr. Clarke's book had appeared as a purely medical scientific work, it would have made less impression. What is true of a few young girls in this harsh climate, namely, that in their case, periodicity, nervous system, intellect, and health require especial care, is not true of the mass and of the race.

The great notoriety which the book has obtained comes not so much from its scientific value as from the fancied grievance of the woman's rights party. Dr. Clarke has most to thank for his five editions the indignant who call women "woman," and who insist on their right to have and to do, not merely as much, but exactly the same things as men. They dislike any such disability. Holding a vulnerable, if not untenable position, they have been attacked by an argument which, having a questionable force and limited application, is yet of a nature to enlist the sympathy, prejudice, and especially the curiosity of a large part of the community. It has thus got a wide hearing for the expression of unproved and exaggerated opinion. "We may be wrong about rights," they say, "or education, but what you now allege about the absolute physiological incapacity of women is also wrong. Perhaps our cause may be blown over by a breath, but not by this blast of yours. You exasperate us. Because nobody has ever sounded this particular alarm-bell so loudly in public before, we are compelled to leave the main and legitimate issue to defend ourselves against a torrent of prejudice and physiological ignorance. Your semi-medical literature, which should have been stopped in the mails, has set the whole community to sniffing."

What has been said above applies to Dr. Clarke's second book no less than to the first, since the second is largely a repetition of the same general views. The first was rather the book of a practitioner. In the second, the author has aimed a little more at a scientific tone, but the few details of anatomy and physiology, which are merely such as can be found in any modern works on these subjects, do not add much force or light to his views.

It seems that after Dr. Clarke had stated how girls should not be educated, he was invited to give a lecture at Detroit to show how they should be educated. Without meeting this issue, he furnished his audience with some general views entitled "Building a Brain," in which the drift of his advice appears to be that all the faculties, mental and physical, be simultaneously educated and developed, and that no faculty be overlooked or neglected, especially the function of

periodicity. Dr. Clarke evidently thinks well of a *mens sana* in a *corpus sanum*, and every one will allow that there are certain advantages in the combination. Periodicity is a part of the machinery and needs attention. So much may be freely conceded.

The book also contains a mother's sad story of a daughter, who, had she lived even under other influences, might very likely have been an invalid, but who, as it was, succumbed to a combination of protracted school-confinement, unoxxygenated air, and intellectual strain during many years, a victim to our pernicious system of mental education and physical culture acting upon a delicate organization. That her schoolmates and generation survived her is no proof to the contrary.

A second part of the book contains opinions and letters from teachers and others, corroborating Dr. Clarke's views, chiefly concerning periodicity. At the end is the interesting and valuable letter already alluded to, in which the English, comparatively open-air system of educating girls, especially their physique, is forcibly contrasted with our miserable hot-house stimulus and culture.

So far as Dr. Clarke's special argument is concerned, the conclusion to be drawn from the criticisms above suggested may be very briefly stated : 1. Our system of educating girls is bad. This has long been known. It bears injuriously on any weak points in mind or body ; and among the latter, the function of periodicity in certain individuals may be one. And, 2. This function, *in health*, does not particularly disable a woman from active duties, mental or physical.

4. — *The Prophet. A Tragedy.* By BAYARD TAYLOR. Boston : James R. Osgood & Co. 1874.

MR. BAYARD TAYLOR presents us with another example of his versatility. He has written a great deal of almost everything, but we are not aware that he had hitherto produced a tragedy. The present one is in blank verse, in five acts, and fills a considerable volume. There is a great deal of talk about American art, the American novel, and the American drama, but as a general thing we are treated, in the matter, to vastly more precept than example. Mr. Taylor, however, whose large acquaintance with foreign lands might have given him an excuse for evading the problem, has taken the bull by the horns and attempted to fling a veil of romance over an episode intensely characteristic of our local conditions of life. He has written the tragedy of Mormonism, and taken Joe Smith and Brigham Young for his heroes.